

INFORMATION BULLETIN

WORKFORCE INVESTMENT ACT

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TO: WORKFORCE DEVELOPMENT COMMUNITY

SUBJECT: INNOVATIVE ENGLISH-AS-A-SECOND LANGUAGE PROGRAMS

This bulletin transmits information on innovative English-as-a-Second Language (ESL) programs in California. This information was obtained from local areas in response to a request from the U.S. Department of Labor (DOL).

The DOL contacted staff at the California Workforce Investment Board (CalWIB) asking for information on ESL programs that use alternative service strategies. Staff of the DOL explained that they were working on a technical assistance guide for ESL training and wanted to include some examples of ESL strategies that are tailored to meet specific needs.

With the assistance of the Employment Training Network, the California Workforce Association and the Regional Advisors, the request was quickly disseminated throughout the system. Responses received from local areas identified a number of ESL service strategies that may be of interest to others. The DOL had an immediate need for the information so the local responses were forwarded to them on a flow basis. The CalWIB staff has compiled the information and included it as an attachment to this bulletin in an effort to make it available to other workforce partners.

The attached information should be shared with program staff and others involved in providing or referring clients to ESL and related services. Caregiver Training Initiative programs are offered in many locations and are listed separately from all other ESL programs. Contact information is provided for each of the programs listed.

If you have any questions, please contact your [Regional Advisor](#) at (916) 653-6347.

/S/ BILL BURKE
Chief
Workforce Investment Division

Attachment

INNOVATIVE ESL PROGRAMS

CAREGIVERS TRAINING INITIATIVE PROGRAMS

Riverside County

Vocational English-as-a-Second Language (ESL)-to-CNA Program

The Vocational English-as-a-Second Language (VESL)-to-Certified Nurse Assistant (CNA) program is part of the Riverside County's Caregiver Training Initiative (CTI) Grant. Riverside County also offers a 40-hour Caregiver training that precedes the CNA training or can stand alone as an in-home supportive services worker training. The Caregiver training is offered in Spanish, English and VESL. The VESL has been used primarily on site at healthcare facilities to upgrade residential aide skills. The first demonstration project was conducted with Inner Image, an Alzheimer facility in Palm Springs. The Caregiver training is provided through College of the Desert's contract education division not the regular classes offered at the community college. The CTI is funded through the Governor's 15 percent Discretionary Fund. Forty percent of the dollars are Welfare-to-Work (WtW) and 60 percent are Workforce Investment Act (WIA) monies.

Outreach and Recruitment

Staff of the Employment Development Department's Migrant/Seasonal Farm Worker Outreach program, Coachella Valley Housing Coalition, and United Farm Workers of America conducts outreach activities targeting limited English speakers, and farm workers interested in employment as direct caregivers. These agencies' efforts include identifying those who may have had healthcare training in their home countries but are not working in the industry due to lack of English proficiency. These activities included presentations to groups and individuals, and passing out or mailing flyers.

Workforce Development

Individuals are referred to the local Workforce Development Center (WDC) via the CTI Interest Survey. They are assigned to special orientations conducted in Spanish and appointments are set for either WIA or WtW eligibility determination. Staff administers a pre-assessment test using the Comprehensive Adult Student Assessment System (CASAS). Form 20 of the CASAS is the Appraisal for English Language Listening and Reading Skills. Individuals scoring above 219 are deemed appropriate for the VESL instruction and are referred to Camp Fire. Upon completion of the VESL, the participants are administered a post-assessment test to determine benefit and appropriate referral to CNA training.

Camp Fire

The curriculum developed for the VESL (81 hours) is based on the 13 chapters of the training manual used by the training provider. The curriculum consists of a vocabulary list for each chapter. Reading and writing exercises focus on work-related tasks and

duties. Camp Fire hired an instructor who is bilingual in English and Spanish. She bonded with the ladies and motivated them. The instructor is a CNA and that enables her to share her knowledge and understanding of the job. Study groups were formed to help participants practice language skills. Camp Fire engages the participants' children in Camp Fire Youth programs; sometimes held during the training. This provides a partial alternative to paying for babysitting or placing youth in licensed daycare.

California Nurses Educational Institute

The CNA training is structured to run 11 weeks instead of the regular 7-8 weeks. The instructor was specifically chosen to teach this class because of her patience and bilingual skills in English and Spanish. Four bilingual students will join the 11 VESL students in the CNA training to be mentors and lead study groups. The California Nurses Educational Institute provides tutors for its training. Participants who are currently part of the WtW program are eligible to be paired with a legacy mentor. The Legacy Mentor Program is operated through the Office on Aging and prepares volunteers to mentor WtW participants during their training. Office on Aging has tried to recruit retired healthcare professionals to be mentors for the CTI participants.

Wendy Frederick: (760) 863-2525, wfrederick@rivcoeda.org

San Diego County

Nurse Assistant Training Program

The California Association of Health Facilities (CAHF) Nurse Assistant Training Program (Program) was funded by a WIA 15 percent Discretionary Funds grant awarded in early 2001. The program will train at least 90 CNAs, utilizing a “work-first,” “earn-while-you-learn” training model, under which candidates are paid upon their enrollment in training. Employers contribute approximately 60 percent of the total program cost for training. Upon graduation, candidates can help ease the severe shortage of CNAs. This shortage numbers approximately 20,000 statewide with 1,500 in San Diego County alone. The ESL program is a component of the grant and is intended to serve as a demonstration project. It targets candidates with low English literacy and teaches them vocational English concurrently with their nurse assistant training. The Program was conducted at Magnolia Special Care, a CAHF member and skilled-nursing facility in El Cajon, and owned by Kennon S. Shea and Associates. It represents the culmination of a two-year development process involving Kennon S. Shea and the Grossmont-Cuyamaca Community College District. The CAHF intends to run two additional ESL CNA courses in the San Diego area under the 15 percent grant. The CAHF is working to develop the program curriculum into a format that can be replicated throughout the state and is planning to establish additional demonstration sites in the Bay Area and Los Angeles. Program results will be shared with the Community College System and the California Workforce Investment Board.

Ken Merchant: (619) 441-6500, ext. 102, kmerchant@cahf.org

OTHER ESL PROGRAMS

Del Norte County

The literacy program is using a unique approach to ESL in which students engage in community activities (e.g., shopping, etc.) as a class, and speak, read and write only English.

Cindy Salatnay: (707) 464-7441

Los Angeles

The City of Los Angeles has hired staff to work specifically on language/translation issues.

Roella Louie: (213) 473-0307

The **Community Employment Project**, a non-profit in the Los Angeles area, provides ESL to many different languages.

Robert Gulden: (562) 863-4786

Employment Kiosk Information Network

The Los Angeles County Department of Community and Senior Services in conjunction with the Workforce Investment Board began their Employment Kiosk Information Network with a one-year pilot and two kiosks in September of 1999. The pilot was so well received that 11 more kiosks were installed throughout the county between September and November 2000. Each kiosk is a stand-alone, touch-screen information booth, providing job seekers and the under-employed with immediate information about job opportunities, career counseling, job bank linkages, job search assistance, One-Stop Career Center locations, and other services and programs funded by Los Angeles County. The kiosks are located in high-traffic locations, which have easy public access and extended business hours. Los Angeles County is now in the process of expanding their network to include 13 additional sites. Future plans for kiosks include American with Disabilities Act (ADA) enhancements as well multilingual screen access.

Maria Elena Mata: (213) 738-2630

One-Stop Plus

The Southeast Los Angeles County (SELACO) Workforce Investment Board (WIB) staff spoke recently at the California Workforce Association (CWA) 10th Annual Spring Conference on the organization's "One-Stop PLUS" approach to supporting families transitioning from welfare to work. A key component of SELACO's nationally recognized success is the continued expansion of the organization's Urban Village concept. This concept is a holistic approach for serving the community by providing job training and placement, computer skills, and career development. Supportive services include medical assistance, nutrition, child care, domestic violence and substance-

abuse counseling, and other family and parenting support, including literacy, citizenship, and ESL training.

Lillian Flores: (562) 402-9336

Plumas County

The local literacy program has entered into an agreement with a large resort - Gold Mountain in Eastern Plumas – to offer on-site ESL classes to the employees of the resort.

Janis Trueblood: (530) 283-1606

Sacramento

Golden State Career Video

The California Occupational Information Coordinating Committee has developed the *Golden State Career Video* CD as an innovative career exploration tool. The CD is a group of mini-movies showing people on the job and performing the job duties for almost 200 various careers. You can also hear details about the job, including the skills, training and education, and physical requirements necessary for performing the job. The CD also contains occupational descriptions that comply with WIA, Department of Rehabilitation and other guidance, along with associated wages compiled from California state surveys with links to local wages. The latest job openings can also be accessed from links to the Employment Development Department's CalJOBS and America's Job Bank.

Charlsey Cartwright: (916) 323-6544, coicc@cwo.com

San Diego County

Project Futuro

Project Futuro offers participants access to a wide array of services such as language and career assessment, on-the-job training, job placement, VESL and supportive services. Supportive Services may include books, class fees, materials and supplies, childcare, uniforms/work clothing and transportation. As a project under the Sweetwater Union High School District's Adult Education Division, program participants have access to over 50 different vocational education and training courses, which are available in the mornings, afternoons and evenings. Students who feel that their only barrier to employment is their inability to speak English proficiently are specifically targeted for this program. To date, the program has placed students in on-the-job training opportunities and unsubsidized employment with companies such as Windsor Gardens (a senior citizen's home), Brewer Landscape Maintenance and Town & Country Resort Hotel. Project Futuro's job developer actively recruits employers to hire limited English speakers and has developed relationships with a myriad of businesses that consistently hire the Program's participants. Students interested in building their English language

skills before going to work are enrolled in VESL classes where job-specific language activities and curricula help the student learn general occupational vocabulary and conversation. Project Futuro is looking to expand the program to include students who may speak English, but cannot read or write in English.

Audrey Gonzales: (619) 628-3173, audrey.gonzales@suhsd.k12.ca.us

San Francisco

Catholic Charities of the Archdiocese of San Francisco:

Conducts very effective ESL training for native speakers of a wide variety of languages other than English.

Gerry Souzis: gsouzis@ccasf.org

Career (formerly Chinatown) Resources Development Center

Along with the Mission Language and Vocational School, developed and implemented the first "Occupational ESL" training curricula, initially for native speakers of Cantonese and Mandarin and subsequently for native speakers of other languages. This program was a model program for the California Department of Education.

Brenda Brown: (415) 431-8700

Jewish Vocational Service

Conducts effective ESL training primarily for native speakers of languages from the former Soviet Union.

Abby Snay: (415) 391-3617, asnay@mail.jvs.org

KCI/Intercultural Institute of California

Conducts effective ESL training primarily for native speakers of Korean and Russian.

Dr. Youn Cha Shin Chey and Steven Kim: (415) 441-1881

ShinChey@IIC.edu

SKim407295@aol.com

Mission Language and Vocational School

Along with the Career Resources Development Center, developed and implemented the first "Occupational ESL" training curricula, initially for native speakers of Spanish and subsequently for native speakers of other languages.

Rosario Anaya or Ricardo Alva: (415) 641-3700, vocschool1@yahoo.com

Center for Employment and Training (CET)

The Center for Employment and Training (CET) has a unique approach to providing ESL. The ESL training is integrated with vocational skills training so that participants' transition to learning jobs skills in English as their language skills improve. Part of the CET's strategy is to teach VESL. This approach teaches the appropriate language skills for a particular job or type of work instead of impeding their entry into the job market.

Hermalinda Sapien or Dan Alfaro: (408) 287-7924

www.cet2000.org/divisions/vine.htm

Tehama County

Language Immersion Vocational Program

This program uses a strategy of teaching job-specific English at the work site and reinforces this strategy in the classroom. This strategy has resulted in moving non-English speaking individuals into unsubsidized employment in a relatively short period of time. The participant is assigned a bilingual job mentor and an English conversational tutor. The bilingual mentor accompanies the participant to the work site and develops a language curriculum specific to the work site along with vocabulary needed to use public transportation and public phones. A digital camera is used to record any on-site instruction that needs to be learned or reinforced. All words, phrases, and sentences are integrated into sessions with the conversational tutor and in the classroom. The participant spends 8 to 10 hours a week practicing English either with the tutor or in a small classroom setting. Within approximately three weeks the bilingual mentor no longer accompanies the participant to the job site, but is still available for support. As the participant's language ability increases, interviewing skills are added to the curriculum. Practice interviews are set up with various business partners in the community. Within six weeks of the inception of this program all five of the original participants were employed in unsubsidized jobs. Some of the jobs were seasonal, however, all of the participants have remained employed for seven months, since their first unsubsidized job.

Dana Schnell: (530) 527-0188, Ext. 17, lctc@snowcrest.net

Trinity County

Shasta College is offering ESL in Spanish through Interactive Television in Weaverville. A teacher's aide in the classroom is available.

Trinity County: Laird Crandall (530) 623-5538

Shasta College: Kathy Farneti (530) 623-2231